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ABSTRACT

Intended as a primer for administrative action, this booklet gives the vocational adminstrator some basic guidelines and strategies for managing vocational programs and services for handicapped students and clarifies key concepts. The five sections each address one of the major concerns of an administrator: identifying students with handicaps, the individualized education program (IEP), student placement, monitoring and evaluating special services, and managing human resources. Definitions of the handicapped and nine categories of handicap offered in the 1976 vocational education legislation (Public Law 94-482) are provided as well as suggestions for establishing identification procedures (part 1). Detailed planning for each student is discussed in terms of the IEP--its definition, participants, teacher's contribution, and format, content, and process (part 2). Implications of student placement by the administrator into the least restrictive environment are discussed next, including placement alternatives, admittance requirements, and program accessibility (part 3). An IEP status reporting system is recommended to monitor the program, and a procedure for evaluating the effectiveness of services is presented (part 4). Active teacher involvement is emphasized as important for successful implementation of program ideas and new procedures (part 5). Organization, conduction, and funding of inservice programs are discussed. A brief note on effective advisory councils to expand education and employment opportunities follows. (YLB)

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# ADMINISTERING PROGRAMS FOR HANDICAPPED STUDENTS

Leonard Albright

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Working with local administrators in vocational education has occupied a large part of Leonard Albright's career. His professional activities include writing journal articles and conducting national workshops to help vocational administrators plan and carry out programs for students with special needs.

In addition, Albright recently participated in writing and field testing a resource package on assessment procedures and program planning techniques intended for vocational administrators and teachers who serve handicapped students.

With a joint appointment to Kent State University and the Ohio State Department of Education, Albright worked with local administrators from 1972 to 1976 to set up and run programs for handicapped students. He also has worked as a supervisor of work experience programs for special needs students in Ohio.

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# INTRODUCTION

During the mid-1970s the U.S. Congress passed landmark legislation intended to broaden and improve education for handicapped persons. The Education for All Handicapped Children Act of 1975 (PL 94–142) and Section 504 of the Rehabilitation Act of 1973 (PL 93–112) are two important federal initiatives intended to insure that the rights of those with handicaps are honored in education and employment settings. The mandates in both laws are reflected and reinforced in the vocational education amendments of 1976 (Title II, PL 94–482).

Many administrators already recognize the need to improve vocational programs for the handicapped population and have endorsed these federal initiatives. Now it's time to translate the mandates into effective programs, a complex process that will continue to be a prominent challenge for administrators through the 1980s.

This publication gives the vocational administrator some basic guidelines and strategies for managing vocational programs and services for handicapped individuals. It also clarifies key concepts such as the "least restrictive environment" clause of PL 94–142.

The administrator oversees the identification of handicapped vocational students, the detailed planning for each student carried out through individualized education programs (IEPs) and the placement of every handicapped student in the most appropriate vocational program. In addition, the administrator should monitor and evaluate programs and services at regular intervals.

Perhaps the most important task of the administrator is to mobilize the entire vocational staff of the district or institution to participate in serving handicapped students. The active involvement of the teacher is particularly important for the successful implementation of program ideas and new procedures.

The community is another resource the administrator can tap. Organizing effective advisory councils is an excellent way to expand education and employment opportunities for handicapped persons.

This publication is not intended to be a comprehensive treatise on the administration of vocational programs and services for handicapped individuals. Instead, it is a primer for administrative action that covers the basic functions performed by vocational administrators in serving handicapped students.

# Part I
# IDENTIFYING STUDENTS WITH HANDICAPS

To provide appropriate programs and services, vocational administrators must first develop an understanding of the target population to be served. Many local education agencies and state departments of education have adopted the definition of the handicapped population offered in the 1976 vocational education legislation (PL 94–482):

> The term handicapped—means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired, or persons with specific learning disabilities who by reason thereof require special education and related services, and who because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program (*Federal Register*, October 3, 1977).

## THE HANDICAPPED IN VOCATIONAL SETTINGS

The first section of the federal definition refers to nine categories of handicap, starting with mentally retarded and ending with specific learning disabilities. See Table 1 for a more detailed explanation of each category.

In the second part of the federal definition, which reads "and who because of their handicapping condition cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program," a key concept for vocational administrators is introduced. This concept essentially holds that although a student may have a particular handicap (e.g., hearing impairment), it may or may not interfere with successful performance in a given vocational program (e.g., distributive education).

If, in fact, a student with a known handicap is found not to need special education assistance in the vocational setting, then he or she would be considered ineligible for special funding. In other words, it must be shown that the student with a handicap needs special assistance in vocational education in order for administrators to rightfully seek external funding for this student.

This provision calls into question the frequent assumption that a student who needs special education services in one instructional setting therefore needs such services in all instructional settings. As the saying goes, "It ain't necessarily so."

## ESTABLISHING IDENTIFICATION PROCEDURES

Vocational administrators are responsible for establishing procedures to identify the unique vocational education needs of the special student in accordance with the current federal definition of handicapped persons. There is no need to reinvent the wheel—usually district procedures already being used in special education or vocational rehabilitation can be adapted for vocational education purposes.

The handicaps of most students will have been identified by the time they enter a vocational program. Nevertheless, the vocational teacher should be given a procedure to follow when he or she suspects that a student who has not been classified previously as being handicapped is now in need of special education services.

In determining identification procedures, administrators have an opportunity to make sure vocational teachers are involved in serving handicapped students from the beginning. The vocational teacher must interact closely with the special education staff and be aware of all district procedures relating to handicapped students in order to assume an active, informed role in the design and implementation of an individualized education program for each special vocational student.

**TABLE 1: FEDERAL DEFINITIONS OF HANDICAPPING CONDITIONS**

| | |
|---|---|
| **Mentally retarded** | Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance. |
| **Hard of hearing** | A hearing impairment, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deaf" in this section. |
| **Deaf** | A hearing impairment that is so severe the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance. |
| **Speech impaired** | A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance. |
| **Visually handicapped** | A visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children. |
| **Seriously emotionally disturbed** | A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: |

| | |
|---|---|
| | 1. An inability to learn that cannot be explained by intellectual, sensory or health factors<br>2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers<br>3. Inappropriate types of behavior or feelings under normal circumstances<br>4. A general pervasive mood of unhappiness or depression<br>5. A tendency to develop physical symptoms or fears associated with personal or school problems. |
| **Orthopedically impaired** | A severe orthopedic impairment that adversely affects a child's educational performance. Includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis) and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). |
| **Other health impaired** | Limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes, which adversely affects a child's educational performance. |
| **Specific learning disability** | A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia and developmental aphasia. Does not include children who have learning problems that are primarily the result of visual, hearing or motor handicaps, of mental retardation, or of environmental, cultural or economic disadvantage. |

**Source:** *Federal Register*, August 23, 1977.

# Part II
# THE INDIVIDUALIZED EDUCATION PROGRAM

It is relatively new. It is surrounded by controversy and confusion. It takes time. It is these things and more. But of all the federal and state provisions for educating handicapped persons, the individualized education program (IEP) concept stands out as the greatest catalyst for action. The vocational administrator who understands the IEP's structure and purpose can use this valuable tool effectively.

## DEFINITION AND PARTICIPANTS

The IEP is basically an instructional management plan for each public school-age student who needs special education and related support services. (A similar plan is required for each vocational rehabilitation client enrolled in secondary and postsecondary education.) Each IEP is to be developed and reviewed at least once annually by a team to include:

- A representative of the local education agency, other than the student's teacher, who is qualified to provide or supervise the provision of special education (e.g., administrator of special education, coordinator of vocational special needs)
- The student's teacher or teachers, special or regular, or both
- One or both of the student's parents
- The student, where appropriate
- Other individuals, at the discretion of the parent or agency.

## THE TEACHER'S CONTRIBUTION

As a local administrator, you will probably decide which teacher or teachers become involved directly in developing an IEP. Unfortunately, students with handicaps have sometimes been placed in vocational programs without the involvement of vocational teachers in IEP development. In some cases, they were totally unaware of the IEP process.

Try to avoid this situation, for it is during the IEP development process that decisions are made about the program and special service needs of the student. A good rule of thumb is that when a student is considered for placement in a vocational program, vocational teachers should be involved in the meeting.

Some administrators question the recommendation that the vocational teacher play an active role in the identification and individualized planning phases of programming for handicapped students on the grounds that this involvement requires a substantial investment of teacher time. Though this concern is a legitimate and an important one, remember that such involvement is a priceless opportunity for teachers to acquire greater understanding of student needs, an opportunity for meaningful input into the program planning process and increased communication with educational specialists and parents. If the teacher is excluded from these ac-

tivities, on the other hand, he or she may feel a lack of obligation to work with the student and IEP team, resentment at being "dumped on," or fear of the unknown in terms of student needs, interests and performance levels.

Each vocational administrator will have to weigh the pros and cons of teacher participation in the IEP to formulate policies and procedures that are efficient in use of teacher time, but also yield good results in teacher satisfaction and student placement.

## FORMAT, CONTENT AND PROCESS

The IEP is to serve as the basis for recommending placement. Although the specific format of the IEP document varies among school districts, the content must consist of certain basic elements. According to the *Federal Register* (August 23, 1977), written statements on the following must be included:

1. Student's present level of educational performance
2. Annual goals and short-term objectives
3. Specific special education and related services to be provided
4. Extent of student's participation in regular educational programs
5. Projected dates for initiation of services and anticipated duration of services
6. Appropriate objective criteria and evaluation schedules for determining whether the objectives are being achieved.

Use the set of questions in Table 2 to develop local policy and proce-

### TABLE 2: DEVELOPING AN INDIVIDUALIZED EDUCATION PROGRAM

1. Does the IEP document show that vocational educators and other educators cooperated in assessing student's present level of vocational performance and in establishing appropriate goals and objectives?
2. Does the student's record or IEP show competencies gained previously in career awareness and exploration experiences?
3. Do indicators suggest that the special educator has conducted activities to prepare the student for entry into the vocational program?
4. Does the IEP indicate collaborative planning efforts among vocational educators, special educators, the student and parents?
5. Has the vocational educator described the activities the student will be participating in and the necessary support services?
6. Does the IEP indicate the types of special services to be provided by the special educator, as identified by the vocational educator?
7. Did each IEP meeting participant receive a copy of the IEP document?
8. Does the document indicate when the IEP team plans to meet to review the student's program?

**Source:** Adapted from Halloran et al., 1978.

dures for the content and format of the IEP, as well as to delineate the vocational teacher's role and relationships with other IEP team members. You could also give the questions to special education and vocational teachers to use as a guide in reviewing their IEP efforts.

In addition to relying on the IEP for determining student needs and appropriate services, administrators can use it to document the progress of the handicapped vocational student. You will find this source particularly helpful during program reporting and auditing cycles.

# Part III
# STUDENT PLACEMENT IN VOCATIONAL EDUCATION

The administrator's decision to place a special student in a particular vocational program should be based on the recommendations of the IEP team. This provision is stated in the 1976 vocational education amendments (See *Federal Register*, October 3, 1977):

> The [vocational education] program provided each handicapped child will be planned and coordinated in conformity with and as a part of the child's individualized educational program as required by the Education of All Handicapped Children Act.

## LEAST RESTRICTIVE ENVIRONMENT

The principle for both IEP team members and local administrators to follow is that placement must be made in the educational environment most appropriate (or least restrictive) for the student being considered. This principle is referred to commonly as the "least restrictive environment" clause, which appeared in the Education for All Handicapped Children Act of 1975 (PL 94–142).

Some administrators have misunderstood the least restrictive environment clause, concluding that all handicapped students must be placed in regular or so-called "mainstream" vocational programs. Though you should expect an increase in the number of handicapped students in regular vocational programs, remember that these placements are to be made on an individual basis, depending on student needs as determined by the participants in the IEP team process.

A least restrictive environment for one student may be the regular vocational program with special education assistance. For another student, the least restrictive environment may be in a self-contained program for exceptional students.

Thus, the real significance of the least restrictive environment clause is that an increasing number of students with handicaps will be receiving vocational education in a wider variety of program arrangements. Make sure your staff members understand that all students will *not* be moved automatically into regular vocational programs and that the staff is familiar with the process for arriving at an appropriate placement.

## PLACEMENT ALTERNATIVES

One implication of the least restrictive environment principle is that local administrators should provide a range of vocational program alternatives to accommodate the diverse needs of individuals with handicaps. The following examples of placement alternatives are suggested by S. Davis and M. Ward in *Vocational Education of Handicapped Students: A Guide for Policy Development*.

1. Placement in a regular vocational program with
   a. Consultative assistance for instruction
   b. Provision of direct services to students by itinerant specialists

c. Resource room help for students
2. Placement in a separate vocational program with
   a. Part-time participation in regular class
   b. Self-contained class in regular education facility
   c. Self-contained class in special education or rehabilitation facility
3. Placement in a sheltered environment in a
   a. Residential facility
   b. Sheltered workshop
   c. Work activities center

Another example of alternative program arrangements is provided by the Michigan Interagency Model. This model delivery system was developed through the mutual cooperation of state department representatives from vocational education, special education and vocational rehabilitation in Michigan. An adapted version of the Michigan Model appears in Table 3.

When planning for placement of handicapped individuals, consider the following questions from *Vocational Education for the Handicapped: Resource Guide to Federal Regulations* by Halloran et al.

1. What is the nature and severity of the handicap that prohibits the student from participating in regular vocational education with supplementary aids and services?
2. Is the handicapped student unable to participate in the regular vocational program because facilities are inaccessible?
3. What are the various alternative program arrangements for handicapped students who cannot participate in regular vocational programs?
4. Are the facilities, services and activities for handicapped students in the various alternative programs comparable to those provided in programs for nonhandicapped students? Equity in this case would mean equal opportunity for benefits and services.

## ADMITTANCE REQUIREMENTS

Another implication of the least restrictive environment principle is the need for administrators to review the eligibility requirements for admission to regular vocational programs. Be certain that students are not discriminated against automatically on the basis of handicap.

Since the IEP team may recommend placement of a student in a given vocational program, the entrance criteria for that program should be stated clearly. Several questions to consider as you review the admittance requirements for each vocational program appear in *Vocational Education of Handicapped Students: A Guide for Policy Development:*

1. Do the requirements relate directly to success in the program?
2. Is it possible to substitute other experience for a particular requirement?
3. Are nonhandicapped students required to meet the same eligibility requirements as handicapped students?
4. What training can be provided to prepare handicapped students to meet entrance requirements?

**TABLE 3: ALTERNATIVES FOR THE HANDICAPPED STUDENT**

| | |
|---|---|
| **Regular Vocational Education** | Programming for all handicapped students who can benefit from the placement. Intended for all students who are receiving noninstructional special education services (speech, social work, occupational therapy or special materials). |
| **Adapted Vocational Education** | Regular vocational programs that are altered to accommodate students who could not otherwise be placed in the program. May be needed for handicapped persons assigned to special education resource rooms who need adapted instruction. |
| **Special Vocational Education** | Usually training of a semi-skilled nature (custodial training, etc.) or introductory skills training designed to provide skills necessary for entry into a regular vocational program or to provide entry-level job skills. Usually limited to students in self-contained special education programs. |
| **Individual Vocational Training** | Training in special programs such as those under the Comprehensive Employment and Training Act (CETA), apprenticeship, etc., approved by a government agency. May also include a unique individual training program designed to fit a handicapped student's special interests and not generally available in the geographic area. |
| **Prevocational Evaluation Services** | A service designed for students whose disability precludes the use of the regular educational sequence for obtaining vocational assessment. A diagnostic service rather than an instructional program. |
| **Work Activity Center Services** | A program designed exclusively to provide work therapy for persons whose handicap is so severe that their capacity for productivity is almost nonexistent. |

**Source:** Adapted by Phelps from the Michigan Department of Education's *Michigan Inter-Agency Model and Delivery System of Vocational Services for the Handicapped.*

## OCR GUIDELINES

The Office for Civil Rights (OCR) in the U.S. Department of Health, Education and Welfare has prepared a publication entitled *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs*. Since state education agencies and nearly all local education agencies are "recipients of federal funds," both state and local administrators of vocational education will need to be familiar with the guidelines.

The OCR document contains guidelines related to such areas as:

1. Access and admission of students to secondary and postsecondary vocational programs
2. Counseling and prevocational programs
3. Equal opportunity in the vocational education instructional setting
4. Distribution of federal financial assistance and other funds for vocational education.

Compliance requirements are stated, along with discussion of the remedial actions prescribed by the Office for Civil Rights to apply to recipients of federal funds who are found in violation of the law. The document explains how civil rights laws and U.S. Department of Health, Education and Welfare regulations apply to vocational education programs.

You can review the guidelines in the March 21, 1979, edition of the *Federal Register*. For additional information, contact the Office of Standards, Policy and Research, Office for Civil Rights, Department of Health, Education and Welfare, 330 Independence Avenue, S.W., Washington, D.C. 20201.

## PROGRAM ACCESSIBILITY

Providing a variety of least restrictive program options, involving vocational educators in the IEP process and eliminating discriminatory entrance requirements are three steps administrators can take toward making vocational education more accessible to and appropriate for persons with handicaps. A fourth measure is to examine existing facilities to identify inaccessible areas, i.e., those areas that deny participation in vocational programs to persons with handicaps, especially to those with orthopedic handicaps.

Program accessibility, as mandated by Section 504 of PL 93–112, means that all existing facilities need not be made accessible, so long as other methods can be used to make all programs readily available to handicapped persons who need them (see *Federal Register*, May 4, 1977). Structural changes in existing facilities are necessary only when there is no other feasible method to make a program accessible. Therefore, administrators need not alter facilities if actions such as the following are employed:

1. Redesign of equipment
2. Reassignment of classes or other services to accessible buildings
3. Assignment of aids to handicapped persons
4. Home visits.

Several suggestions for making minor modifications to an existing building are offered by E. Gollay and J. F. Doucette in "How to Deal with Barriers in Schools":

- Many public drinking fountains are mounted on a wall (or are freestanding units) too high for a person in a wheelchair to use. Rather than replace the fountain or change its mounting, mount a paper cup dispenser at the fountain and within reach of a student in a wheelchair.
- If the student lavatory facilities are inaccessible but the faculty toilets are (or are more easily made so), allow disabled students to use the faculty facilities.
- Adding an elevator is expensive. One approach to avoid the cost is to relocate all necessary facilities and classrooms on the ground floor. Classroom scheduling and student assignment procedures must reflect this change, allowing a disabled student to take all coursework on accessible floors.
- Some buildings have elevators that are not available for student use. These may be freight elevators or those restricted to faculty and staff. A policy change could give disabled students access to such elevators, assuming that the freight elevator meets safety standards.

According to Section 504 of PL 93–112 and to PL 94–482, new facilities constructed with federal funds or facilities that house federally funded programs must be accessible to persons with handicaps. You can comply by adhering to provisions in the *American National Standard Specifications for Making Buildings and Facilities Accessible to and Usable by the Physically Handicapped* published by the American National Standards Institute, Inc.

## LIMITED FEDERAL DOLLARS AVAILABLE

Some administrators have wondered if special monies are available for making existing facilities more accessible to persons with handicaps. A review of federal legislation and subsequent appropriations in vocational rehabilitation, special education and vocational education suggests the 10 percent set-aside funds for the handicapped in the 1976 vocational education legislation could be used for this purpose.

Local administrators who are interested in the special monies question should contact their state director of vocational education and the state director of special education to determine the availability of state funds and other federal resources (e.g., Department of Commerce funds) for this purpose.

# Part IV
# MONITORING AND EVALUATING SPECIAL SERVICES

The individualized education program is often seen as a plan to be developed for the student before placement in vocational education. Properly understood, however, the IEP is more than a one-shot planning activity. It is a complete program that administrators should monitor and evaluate regularly to determine whether services are adequate and student performance goals are being met.

## IEP STATUS REPORTING SYSTEM

The first step for administrators in monitoring the services provided to special students in vocational education is to conduct a systematic review of student IEPs. Follow-up reviews could occur at several points during the school year (e.g., end of each grading period), which would involve collecting information from all persons responsible for delivery of special services.

To simplify the communication and coordination process, administrators should appoint one person to be responsible for collecting this information. For example, if a district has a coordinator of vocational education for special needs students, this person might be the logical choice. In other districts, the director of special education or the director of vocational education may collect the data.

To avoid complicated, time-consuming procedures, a simple "quick-check" form could be used, similar to the example provided in Table 4. In this example, the report form was completed by the auto mechanics instructor. The sample shows a check-off procedure for reporting the status of services specified in a student's IEP. Included also is a request for identification of special services provided, but not listed, in the original IEP and a check for additional service needs.

Through a review of the service delivery reports, you can determine if scheduled services are being delivered and if changes in the IEP are needed. Follow-up contacts with the appropriate instructors should be made when changes in the student's program are suggested or when services specified in the IEP are not being provided. To comply with PL 94-142, notify parents if you are considering a change in the student's IEP.

## EVALUATION OF EXISTING SERVICES

The status reporting system suggested in the previous section gives administrators a strategy for determining the extent to which the services specified in student IEPs are being delivered and if additional services are needed. However, it is not designed to provide information about the adequacy of existing services in an institution or district.

**TABLE 4: SAMPLE IEP SERVICE DELIVERY REPORT**

**Student** *Bill Scott* **Date** *3/1/79* **Contact Person(s)** *Rita Smith* **Vocational Program** *Auto Mechanics*

The following services were specified in the IEP for the student identified above. Please indicate the status of these services by placing a check in the appropriate categories. Comment as necessary.

| Type of Special Services | In Process | Completed | No Action | Comments |
|---|---|---|---|---|
| I. Scheduling Modifications | | | | |
| 1. *Tutoring in reading related to vocational auto mechanics* | X | | | *Teacher aide is helping Bill with the course text and supplemental materials on an average of 3 periods per week.* |
| 2. | | | | |
| II. Curriculum Modifications | | | | |
| 1. *Special math workbook prepared for student by special and vocational personnel* | | X | | |
| 2. *Student is completing math workbcok* | | | X | *Is being typed* |
| III. Equipment/Facilities Modifications | | | | |
| 1. *Orientation training to alert student to presence of open pits and other potentially hazardous areas* | | X | | |
| 2. *Installation of faucets with dials and foot controls* | | X | | |

Special services provided but not listed in IEP: *None at present*

Do you see a need for additional services for this student? *No* If so, please specify these services and indicate if a conference is needed to arrange these services. _____

Please return to the vocational director's office by March 15, 1979. Thank you!

A procedure for evaluating the effectiveness of existing services is presented here. It consists of a sequence of steps for collecting information on the services available to special students from students, parents and staff in the form of ratings or open-ended feedback.

Step 1: Determine what you want to know about special services for handicapped persons.

Step 2: Prepare a series of broad key evaluation questions. See Table 5 for sample questions.

Step 3: Arrange key evaluation questions in order of priority.

Step 4: Write rating items for each key question (you may change the wording of items for each of the three groups).

Step 5: Assemble items into three questionnaires. See Table 6 for sample format and questions.

Step 6: Duplicate and distribute questionnaires to students, parents and staff.

Step 7: Summarize results by tabulating items for each key evaluation question.

Step 8: Compare results from the three groups and make judgments about the range, use and availability of existing special services. Then formulate conclusions and recommendations.

A quick scan of the questions in Table 6 will show that they focus not only on rating services, but also on staff awareness of services. Administrators must foster staff awareness of existing services if they are to receive maximum usage. If staff members are found to be unaware of services, you can use this information to plan the inservice staff sessions described in the next section.

**TABLE 5: KEY EVALUATION QUESTIONS FOR SPECIAL NEEDS SERVICES**

1. Are the vocational instructors aware of the range of supportive services that exist for special needs students?
2. Are instructional materials such as books and handouts written at appropriate reading levels?
3. Is there a need to modify laboratory equipment to better serve orthopedically handicapped students?
4. Are interpreter, reader, and tutorial services readily available to students?
5. Are counseling services adequate for special needs students?
6. Are special tutors used by those who most need them?
7. Does the placement center discriminate against special needs students?
8. Are parents aware of services available to their children?
9. What kinds of services do students think they need?

**Source:** Wentling and Albright, 1978.

**TABLE 6: A SAMPLE FORM FOR STAFF RATING**

1. Are you involved in the development of an individualized education program for each special student to whom you provide information or services?
   YES _____ NO _____
   If no, please explain. _____

2. Do you provide supportive or special services to students with special needs?
   YES _____ NO _____
   If yes, what are they? _____

3. Are you interested in attending an inservice training program to improve services to students with special needs? YES _____ NO _____
   If yes, make suggestions of areas that interest you. _____

4. What services could your students benefit from that are not presently available? _____

5. Do you know where to refer students for special services?
   YES _____ NO _____
   If no, list ways of making this information available to staff. _____

Check the services you are aware of, then rate the effectiveness of each by circling the number that best describes it at the right.

| Service | Highly Effective | Effective | Ineffective | Highly Ineffective |
|---|---|---|---|---|
| ___ Guidance and counseling | 1 | 2 | 3 | 4 |
| ___ Individualized teaching | 1 | 2 | 3 | 4 |
| ___ Special materials | 1 | 2 | 3 | 4 |
| ___ Job placement at graduation | 1 | 2 | 3 | 4 |
| ___ Child care facilities | 1 | 2 | 3 | 4 |
| ___ Resource center | 1 | 2 | 3 | 4 |
| ___ Psychological services | 1 | 2 | 3 | 4 |
| ___ Tutors | 1 | 2 | 3 | 4 |
| ___ Youth organizations | 1 | 2 | 3 | 4 |
| ___ Summer programs | 1 | 2 | 3 | 4 |
| ___ Student employment | 1 | 2 | 3 | 4 |

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|---|---|---|---|---|
| ____ Remedial teachers | 1 | 2 | 3 | 4 |
| ____ Special vocational classes | 1 | 2 | 3 | 4 |
| ____ Ramps | 1 | 2 | 3 | 4 |
| ____ Interpreters | 1 | 2 | 3 | 4 |
| ____ Braille books | 1 | 2 | 3 | 4 |
| ____ Note-taking services | 1 | 2 | 3 | 4 |
| ____ Student aides | 1 | 2 | 3 | 4 |
| ____ Sound devices | 1 | 2 | 3 | 4 |
| ____ Special equipment | 1 | 2 | 3 | 4 |
| ____ Special lighting | 1 | 2 | 3 | 4 |
| ____ Transportation | 1 | 2 | 3 | 4 |
| ____ Health services | 1 | 2 | 3 | 4 |
| ____ Bilingual/bicultural classes | 1 | 2 | 3 | 4 |
| ____ Free or loaned clothing | 1 | 2 | 3 | 4 |
| ____ Free or loaned school materials | 1 | 2 | 3 | 4 |
| ____ Financial aid | 1 | 2 | 3 | 4 |
| ____ Free or discount cafeteria service | 1 | 2 | 3 | 4 |

**Source:** Wentling and Albright, 1978.

# Part V
# MANAGING HUMAN RESOURCES

This publication has referred frequently to the need for staff awareness of local policy and procedures for serving handicapped students in vocational education.

You may want to consider a planned program for staff inservice training in the following areas:

1. Identifying and assessing the vocational education needs of special students
2. Involving instructors in IEP development
3. Improving access to vocational education
4. Knowing and using special services in the district
5. Recording and reporting student progress.

## ORGANIZING THE INSERVICE PROGRAM

Determine staff needs as an initial step in organizing a responsive inservice program. Second, organize a local planning committee to plan the inservice program. This committee should consist of both vocational and special education teachers and administrators. Several questions the committee should consider are:

1. What are the most important needs of the staff?
2. Who will be included in the inservice program? Vocational educators? Special educators? Counselors? Others?
3. Will the inservice program be conducted on a short-term intensive basis like a summer workshop? Should it be held on a continuous basis throughout the school year? Or would a combination of both approaches be better?
4. What strategies can be used to increase voluntary participation?
5. What special incentives can be provided (e.g., stipends, university credits, release time, special recognition)?

## CONDUCTING THE INSERVICE PROGRAM

A carefully planned and executed staff development program is perhaps the most important ingredient in an administrator's efforts to strengthen programs and services provided to handicapped students. As one local vocational director said in reference to the need for inservice staff development, "Sure, we need to serve more handicapped students in vocational education. But the big problem is not getting them into our programs—it's getting them through once they are there!"

The following tips for conducting inservice programs for staff working with special students were suggested by G. Greenwood and R. Morley in "How to Operate an Inservice Activity." They are based on recommendations received from local vocational educators, special needs specialists and administrators:

- Involve skilled practitioners in the presentation of inservice content

- Emphasize how-to-do-it approaches
- Encourage participant "doing" activities
- Provide the participants with opportunities to view successful programs and practices
- Consider follow-up technical assistance services for the participants and seek their input for specific suggestions on the type of services needed.

## SPECIAL INSERVICE FUNDS

Administrators may need additional funds to provide special inservice training for vocational education personnel. If so, consider applying for special inservice project funds available through the divisions of special education and vocational education in the state department of education. You should also stay up to date with the special funding priorities established by the U.S. Office of Education's Bureau of Education for the Handicapped and Bureau of Occupational and Adult Education.

Information on federal funding sources for career education and vocational programming for persons with handicaps can be found in the *Federal Assistance Guide for Vocational and Career Education for the Handicapped*. This document may be obtained from: Division of Assistance to States, Bureau of Education for the Handicapped, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

## USING ADVISORY COUNCILS

Many administrators have used vocational education advisory councils and program craft committees as a vehicle for staying up to date on current job needs and for determining the effectiveness of existing programs in meeting employment needs. These advisory groups are also important efforts to improve education and employment opportunities for persons with handicaps.

Since employers are being asked to hire "qualified" handicapped persons (many are establishing or have established affirmative action plans), vocational administrators will need to find out what the necessary qualifications are and provide the preparation necessary to meet them. Advisory groups can also serve as a resource for identifying training stations for special students in cooperative education and locating placement sites for soon-to-be graduates of vocational education.

The local administrator of vocational education will have a continuing need to be aware of the programs and services provided to handicapped persons by special education, vocational rehabilitation and comprehensive employment training programs (CETA), and to develop procedures for coordinated program efforts. The participation of representatives from these various service agencies in an advisory council is one means for accomplishing this mission.

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